

Creche @ Daubeney Children's Centre

Daubeney Children's Centre, Daubeney Road, CLAPTON, LONDON, E5 0EG

Inspection date

25/09/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children feel safe and secure because they have positive relationships with their key workers.
- Children are making good progress from their starting points as staff use every opportunity to engage with the children and help them to progress to reach their potential.
- Children are offered appropriate challenges and experiences planned by their key worker therefore promoting their further development

It is not yet outstanding because

- There is constant background music in the room which is, at times, distracting for children.
- Not all resources are in place to help the children with their early walking skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the range activities inside and outside in the garden.
- The inspector had discussions with the children's key workers and the management.
- The inspector looked at the children's assessment records and discussed their progress with their key workers.
- The inspector discussed with the staff and management about the settings evaluation and improvement plan.
- The inspector observed the positive and worthwhile interaction of the staff with the children.

Inspector

Amanda Shedden

Full Report

Information about the setting

Creche @ Daubeney Children's Centre registered in 2012. The setting is operated by the Governing Body of Daubeney Primary School. It operates from the premises of Daubeney Children's Centre, within the London borough of Hackney. The children have the use of the Community Play Room and associated facilities. There is a fully enclosed outdoor play area. The setting operates crche facilities Monday to Friday between the hours of 8.30am to 4.30pm throughout the year, except holiday closures. The setting is registered on the

Early Years Register. A maximum of 24 children aged five years and under may attend the setting at any one time. The setting operates crche facilities to support parents and carers attending adult training sessions in the centre or the neighbouring Clapton Park Children's Centre. There are presently three children on roll; they are supported by three staff members of all of whom are fully qualified in Childcare and Education.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve opportunities for children to develop their physical skills by providing a range of wheeled toys indoors and outdoors by providing resources such as buggies and push along toys
- help children develop their attention and listening skills by keeping background noises to a minimum by using music from CD's or the radio only for particular purposes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children learn, develop and make good progress whilst they attend the crche. The key worker system is very effective in supporting the children to progress on from their starting points. The staff continually assess the children and they use these to plan suitable challenging activities. Staff have a good knowledge about the Early Years Foundation Stage and implement the framework successfully to promote the children's learning. They have an accurate understanding of the children and know where each child's development is against the age and stage bands within the EYFS.

Children are particularly well supported to develop their language and communication skills. Staff are good role models; they speak clearly and ask open-ended questions giving the children choices. However there is constant music playing in the background, which is a distraction to the children and limits their attention during activities. Staff work hard with the children to promote their self-confidence, organising activities where they can achieve well and are praised for doing so. The high staff to child ratios ensure that children are supported well to meet their potential whilst they attend the crche.

Staff have effective communication with parents, discussing each session the child's experiences and how they are progressing. Parents state they can see the progress their children are making particularly linked to their personal, social and emotional development.

There is a good balance between adult-led and child- initiated activities. Children self-select from the wide range of good quality resources increasing their independence skills. However, there are few resources to help children with their early walking skills. Staff sit with the children at their self-chosen activity, engaging with them to develop the activity further. They use this time to show and talk to children supporting them to understand the meaning of language. For example when using the play dough they use words such as 'softly' as they stroke the dough and 'hard' as they push the cutters into the dough. Whilst using the rocker they sing songs such as 'row row your boat' which the children respond to by smiling and laughing showing their enjoyment of the activity.

Children have a fun time using the musical instruments, as staff encourage children to shake and bang the instruments as they sing songs. Children engage in painting activities where they are introduced to different shapes and colours and are introduced to the skills of printing.

The crche staff assess the children and identify where they should be going onto in their next stage of care and learning. They work with the children and their parents and other professionals to prepare the family for this transition. Detailed information is shared between all involved promoting continuity of care and education for the children.

The contribution of the early years provision to the well-being of children

The crche have an effective key worker system to support the children and their parents. The children have formed attachments to the staff helping them feel secure in the environment. The key workers are very aware of the needs of the individual children and any areas of development that may be causing concern. This enables the staff to engage effectively with the child and focus on the particular areas of development that will help them progress.

The organisation of the environment and the accurate understanding of the children help their all- round development. The high adult to child ratios ensure that there is always an adult with each child whose positive interaction fosters the child's feeling of well-being. Their confidence is growing as they explore the room and garden selecting for themselves what it is they wish to play with. During the sessions they have many experiences that challenge or consolidate their learning.

Staff are consistent in their behaviour management strategies and consequently children are learning to manage their behaviour. They know there are consequences when 'they are not kind to their friends' and they are learning to be gentle with each other. Staff praise the children frequently and focus on the positives of their behaviour building the child's self-esteem.

Children are learning social skills as they sit and have snack together. Staff talk to them about the different foods that they are offered which help them learn the different names of the fruit. The routine of the session starts to promote their understanding of hygiene

practices as they are helped to wash their hands at appropriate times.

The effectiveness of the leadership and management of the early years provision

The management of the crche have a thorough understanding of their role. The structure in place supports all staff and ensures that the children are receiving the support that they need to help them progress. Management have a good overview of what is happening in the crche and they meet frequently to discuss the children's targets and their progress. The ongoing assessments of the children show an accurate understanding of where the children need continuing support. If this is not undertaken at the crche will they liaise with their next setting to promote continuity for the child.

The systems in place support the staff's professional development; they are offered training to develop their practice. All staff contribute to the self-evaluation and plans are put in place to develop the practice further. They work together to meet those plans as quickly as possible which in turn benefit the children. For example they recently reorganised the room making it safer for children who are not yet walking and introduced a routine to the session.

The manager has a knowledgeable staff team who all demonstrate a good understanding of the correct safeguarding procedures to follow. The senior team are experienced in safeguarding children and know how to implement their policy and procedure when necessary. Effective recruitment procedures ensure that only persons that are suitable are appointed. They undertake a probation period and the induction procedure is thorough.

The staff team work closely with the other agencies involved with the families to effectively support the children attending the crche. They have worthwhile relationships with the parents who are kept fully informed of their child's experiences and progress. Parents appreciate the care and education that the staff offer their children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY441713
Local authority	Hackney
Inspection number	784385
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	3
Name of provider	The Governing Body of Daubeney Primary School
Date of previous inspection	Not applicable
Telephone number	02089854380

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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